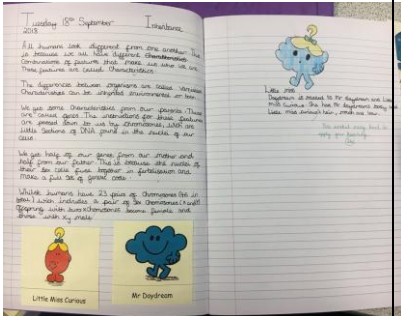


# DEVELOPING SCIENCE LINKS INTO ENGLISH 13.1.2020

	AUTUMN	SPRING	SUMMER
Year 1	It's playtime	Castles & dragons	Blast off!
	<u>Everyday materials</u> <i>Identify and name everyday materials</i>	<u>Animals, including humans:</u> <i>Identify and name animals</i>	<u>Plants</u> <i>Basic structure of flowering plants, including trees</i>
	What would Christmas be without love – short film about using materials appropriately An <b>information</b> page comparing Victorian & modern toys and their materials. Seasonal change – <b>non-fiction pages</b> about autumn / winter & <b>poetry</b> linked to observation Seasonal change: <b>Let's find out about weather</b> –Tick Tock	Wings, paws, scales and claws – Fundamental Science <b>Odd Egg</b> – Gravett <b>Hattie Peck</b> – Levey <b>Guess what I am</b> – Axworthy <b>I spy in the sky...</b> - Gibbs <b>Speech bubbles/ riddles/questions /simple report sentences</b> about an animal	<b>Roots, stems, leaves and flowers</b> – Fundamental science <b>If I were a tree</b> – Short song/film clip <b>Tree</b> – Teekentrap <b>Labelled diagram</b> of a tree's structure Paint pictures of different plants and label them
Year 2	Fire, Fire	Where to now?	Famous for five minutes
	<u>Uses of everyday materials</u> <i>Changing shape of some materials by squashing, bending, twisting and stretching</i>	<u>Living things and their habitats</u> <i>Simple food chain different sources of food</i>	<u>Animals including humans</u> <i>Offspring which grow into adults</i>
	<b>Everyday materials</b> – Fundamental science <b>Let's build a house: a book about buildings and materials</b> (Wonderwise) A <b>simple information</b> page about how houses were built in the time of the Great Fire and what they are built from today	<b>Food chain text in the reading scheme</b> <b>Habitats and food chains</b> – Fundamental science <b>Yum Yum: A book about food chains</b> (Wonderwise) – Manning <b>The day louis got eaten</b> – Fardell (picture book) <b>I'm going to eat this ant</b> – Naylor Ballesteros (picture book) <b>There was an old woman who swallowed a fly</b> (trad rhyme) Use picture books to help explain food chains and get children to produce the food chains using scientific labels. <b>The bug collector</b> – Griffiths (poetic picture book)	<b>Growing and changing</b> - Fundamental Science <b>Everything you need to know about frogs</b> – Dorling Kindersly <b>Tadpole to frog</b> – Life cycle series by de la Bedoyere  An <b>explanation</b> of the life cycle of an animal (eg. chicks/frogs/butterfly) using conjunctions to add detail
Year 3	From Ug to the Romans	What lies beneath?	Anthony & Cleopatra

	<p><b><u>Rocks</u></b></p> <p><i>Soils are made from rocks and organic matter</i></p>	<p><b><u>Plants</u></b></p> <p><i>Flower in the life cycle of including pollination, seed formation &amp; seed dispersal</i></p>	<p><b>(Romans to Egyptians)</b></p> <p><b><u>Light</u></b></p> <p><i>Shadows are formed when the light from a light source is blocked by an opaque object</i></p>
	<p><b>Writing cartoon version of Roger Rock and how he transformed into Simon Soil /fossil change</b></p>	<p><b>Research and watch clips about different sorts of plants</b>  <b>Pg. 18 Rainforests in 30 seconds – Green</b>  <b>Bloomin Rainforests – Horrible Geography</b>          (pg 33 – 53)  <b>Unfolding journeys – Amazon Adventure – Sparks and Ross</b>  <b>Research a plant for the Rainforest eg. Carnivorous pitcher plant</b>  <b>Create a poster / expert's guide showing key facts eg pollination, seed formation &amp; dispersal</b></p>	<p><b>Orion in the dark</b>          (to introduce the idea of light and dark)  <b>The Dark – Snicket</b>  <b>Darkness slipped in – Burfoot</b>  <b>Create a shadow puppet show and explain how it works</b></p>
Year 4	<p><b>Groovy Greeks</b></p> <p><b><u>Electricity</u></b></p> <p><i>Common appliances that run on electricity</i></p>	<p><b>Our Earth Matters</b></p> <p><b><u>Animals including humans</u></b></p> <p><i>Basic parts of the digestive system in humans</i></p>	<p><b>Tribes and Kingdoms</b></p> <p><b><u>Sound</u></b></p> <p><i>Vibrations of sound travel through a medium to the ear</i></p>
	<p><b>Shocking electricity - Horrible Science</b>  <b>Warning poster for children about the dangers of electricity</b></p>	<p><b>Disgusting digestion – Horrible science</b>  <b>Sprog Owner's Manual - Babette Cole</b>  <b>Explanation of the digestive system</b></p>	<p><b>Listen to radio programmes about science</b>  <b>Create a radio presentation about how the ear works and sound travels in the style of Newsround/David Attenborough</b></p>
Year 5	<p><b>Argh! Vikings!</b></p> <p><b><u>Properties and changes of matter</u></b></p> <p><i>Decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p>	<p><b>Our Roots</b></p> <p><b><u>Earth and space</u></b></p> <p><i>Movement of the Earth and other planets relative to the Sun in the solar system &amp; movement of the Moon relative to the Earth</i></p>	<p><b>Marvellous Inventions</b></p> <p><b><u>All living things and their habitats</u></b></p> <p><i>Life cycles of a mammal, an amphibian, an insect and a bird</i></p>
	<p><b>Chemical Chaos – Horrible Histories</b>  <b>Create a scientific report to capture an aspect of 'Properties and changes of matter'</b>          Eg. the investigation of separation (fair testing)</p>	<p><b>The Usborne official astronaut's handbook – Stowell</b>  <b>History of space – comic book history (Pg 14 – 19)</b>          Pupils have become space cadets and have to create a <b>digestible guide</b> to the sun, Moon &amp; Planets</p>	<p><b>The Not Bad Animals - Corrigan</b>  <b>Diary of a worm - Cronin</b>  <b>SWAT – a fly's guide to staying alive – Barfield</b>  <b>Write in role</b> as an animal describing its life cycle (link directly to the text above)</p>

Year 6	<b>War!</b> <u><b>Electricity</b></u> <i>Pupils should begin to recognise that scientific ideas change and develop over time.</i> <i>Variations in how components function including brightness of bulbs etc.</i>	<b>A postcard from...</b> <u><b>Evolution and inheritance</b></u> <i>Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i>	<b>To be or not to be</b> <u><b>Animal including humans</b></u> <i>Main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</i>
	<b>Shocking electricity – Horrible Science</b> <b>Pupils produce a time-line of scientific discovery about electricity and the changes in opinion about the scientific facts</b>	<b>Mixed – Chung</b> <b>Evolve or die – Horrible science</b> <b>All about evolution - Robert Winston</b> <b>Evolution Revolution - Robert Winston</b> <b>What Makes Me? – Robert Winston</b> <b>A report about the child produced when a Mr Man and Little Miss procreate.</b> 	<b>Pig heart boy – Blackman</b> <b>A diary of a red blood cell capturing its character but being scientifically correct</b> <b>Read an extract from Pigheart boy – Blackman</b> <b>class discussion about pig heart donation</b>